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OPINION

WE BEGIN AGAIN; OR, DO WE EVER STOP?
The yearly cycle, in North American culture, say the sociologists, manifests a definite rhythm ; crescendo during the winter months, a slow ebb during the summer.

Certainly it cannot be denied that activity in the C A A E is hectic from September till May. Perhaps, and hopefully, we only prove ourselves atypical, when this frenzy increases, if possible, during June, July, and August. Or can it be that even the ebbers cannot ebb gracefully without our help ?

Our summer season started in May, when the staff (or most of it) flew west, then east, for two regional conferences, coming to rest in Ottawa for the annual meeting. (One member managed to sandwich research into the western jaunt.) Back at home base, a reduced office force attempted to cope with the awesome aftermath of the annual meeting, while last minute details of the Shakespeare Seminar clamoured for attention.

Well, some programs, like Citizens' Forum, shut down for the summer, don't they ? The National Secretary, if any one is interested, just switched over to work on a new project, study material for discussion of Canada's economy and future prospects. So that the ebbers, when they become full-tiders once more, will have something to chew on.

It is nip and tuck whether the Director or the Associate Director will be the first to solve the outstanding problem facing adult education today ; how to be two places at the same time. At moment of writing, wisdom would dictate bets on Mr Hawkins. Although even he did not get to Mexico (with U N E S C O), he did light in New Orleans and the West Indies, not to mention a few minor forays like Bon Echo and Couchiching.

Then there are the visitors. Many of them come on legitimate business ; but others are tempering their own ebbing with some useful

activity. The C A A E offices are particularly amenable to this kind of holiday. While these callers brighten our lives and gladden our hearts, it cannot be said that their welcome presence is conducive to any ebbing on our own part.

And what of F O O D F O R T H O U G H T ? The editor, this year, decided to ebb completely. At first, there were some twinges of guilt, when kindly colleagues inquired into her summer plans. 'Austria is it? What conference are you going to?' In the face of such assurance, considerable courage is required to admit one is just visiting friends ! But after even four weeks among the amiable Austrians, (who believe, urbanely, that human nature is pretty fallible stuff, that it doesn't change much, so why try too hard to improve it) one Canadian has been thoroughly indoctrinated in the gentle art of ebbing. For the sociological record, North America is still in kindergarten, as far as this skill is concerned.

It is difficult, if the lesson has been well learned, to pick up the threads again. So many unread publications, so many unattended sessions. But is it really more important to meet Austrians at a seminar – and less so, in their own homes, on a bus trip, at *Heurigen*? Is it preferable that ties be institutional – instead of intimate and personal, based only on individual liking and respect? Dr Ross's paper on citizenship, included later in this issue, seems to argue at one point that the intimate and personal must inevitably give way to 'wider loyalties' in a more interdependent world. Surely there is some way of keeping both.

Strangely enough, it is the very institutions, created to encourage ebbing for others, that deny it most strenuously to themselves. Why this should be so would appear a promising area for investigation, an *Association Man* to parallel Whyte's *Organization Man*, perhaps. Odd, how thoughts that first sent out tender shoots during the ebbing period do carry over into the crescendo. But soon we'll be so busy again, we won't have time for such wild ruminations. Besides, we are almost certain no sustaining body we happen to know would underwrite the project anyway !

WESTERN VARIATIONS ON THE THEME

Gordon R. Selman

A fellow called Kipling, who was an English poet very much of the P-S (Pre-Suez) period, pointed out that there are sixty-nine ways of constructing tribal lays, and moreover that 'every single one of them is right!' At this news adult educators of the four western provinces can take heart. They are in the process of constructing provincial organizations of their own and while they are politely interested in what their neighbour provinces are doing, they are all following quite different paths, every single one of which is right – for them – just now.

Last May each of the provinces held a conference of organizations interested in adult education. Each of them spent some time considering a provincial organization and all advanced their thinking about the matter to a further stage. These meetings came about partly as a result of an earlier one held in Edmonton at which each province was represented. It was decided that in view of the concern expressed in all parts of the West as to what are the best means for ensuring an easy and effective communication amongst adult educators, the Western Regional Conference of the C A A E would be devoted to this subject. It was suggested that in preparation for this conference, each province should have its own meeting to examine the problem in the light of its own experience.

Between May 10 and 18, all four provinces held conferences, a remarkable example of what can be done if we all want to beat each other badly enough. In each province the decisions reflected both the amount and kind of activity which had gone on previous to the meeting as well as the conditions existing in the several adult education movements.

In the case of each provincial conference, there was a liberal sprinkling (or is it now a conservative sprinkling?) of C A A E staff members present. Gordon Hawkins managed to attend all four meetings, a bit of a feat – especially considering the fact that there wasn't a Citizens' Forum broadcast anywhere in sight. Roby Kidd attended all but the B.C. conference. I understand that he grew up in B.C. and feels that he has already done all that he can do to it – excuse me – for it. Isabel Wilson and Diana Ironside each attended several of the conferences, as did Clare Clarke and Father André Renaud, who were travelling primarily in the interests of the National Commission on the Indian Canadian.

Let's look at the deliberations in each province, reading from left to right.

BRITISH COLUMBIA

The conference in B.C. was the sixth in a regular series of semi-annual provincial conferences of organizations involved in adult education. These conferences had no formal constitution and at the fifth conference one of the delegates had lodged a serious complaint. He said that twice a year he had to ask his boss for the day off so he could attend the meeting and that he found it an unnecessarily long-winded process because the conferences didn't even have a name which he could use in referring to them. All delegates immediately grasped the gravity of the situation and so they set up a committee, asking it to bring in recommendations for a name. Just so the committee wouldn't feel silly about having so small a task, it was also instructed to look into the purpose and structure of the organization, and into its relationship with the CAAE.

The main topic of the sixth conference was *Education for Citizenship*. In the latter part of the afternoon attention turned to conference business and committee reports. The committee brought in its recommendations and had the first portion of them adopted unanimously. And so came into existence the *B.C. Adult Education Council*, its stated purpose being to hold semi-annual conferences which will provide a clearing house for ideas and a point of contact for those working in adult education. (The unstated purpose is to provide for a day off twice a year for all participants.) The structure of the organization is suitably involved. Its affairs will be managed by an executive committee of eight members, four elected and four appointed. The conferences will elect the former, two each year for two-year terms. Three large organizations which have played a leading role in the conferences – the Department of Education, the Vancouver School Board, and the Extension Department, U.B.C. – will appoint members to the executive. The executive secretary (unpaid) will be a member of the Extension Department. One aspect of its recommendations the committee did not manage to railroad through. The matter of relationships with the CAAE was put off until the next conference.

So much for the province on the far left.

ALBERTA

If we 'pan' our cameras to the right a little and 'zoom' in on the majestic Bow Valley, we first pass by the cairn erected in the village square in the memory of the five men each of whom, individually and single-handedly, started the Banff School, and arrive at that institution. It was

the scene on May 17 and 18 of a conference called to discuss 'the possible need and advisability of forming a provincial organization to co-ordinate the work of adult education presently being done by many different organizations in Alberta.' Sixty-four delegates from thirty-six groups were in attendance, some still panting a little from the climb.

The first major item of business was to hear a series of four minute, J P C-style reports from thirty-three organizations. This was not easy going but it provided amazement and inspiration to all delegates, giving them a realization of the scope of the work being done. This session was followed by a symposium on adult education across Canada. This was chaired by Gordon Hawkins, Canada's permanent, 'floating' chairman. Roby Kidd spoke that evening on the challenge the future holds up to adult education.

On the second day, the conference turned to a detailed examination of the major unmet needs facing the delegates in their work. Most of the discussion groups identified co-ordination and exchange of information as the major needs. Deliberation on these points resulted in a motion that 'a provisional committee be appointed to find ways and means of forming a provincial committee on adult education, . . . the committee to report back to the next meeting within one year of this date'. Mrs Cameron and Messrs Craig, Scott, and Gibson, with Duncan Campbell as chairman, were named to the committee.

Alberta has declared itself for a co-ordinating body on the provincial level.

SASKATCHEWAN

Moving east again, we see the sun rising on May 14 over a gigantic pile of wheat, which for some reason seems to be lying loose on the ground. Behind this pile we see the city of Saskatoon and gathered there we can make out seventy-eight people who, we must assume, must share some responsibility for this careless method of looking after their natural resources.

Certainly they were not doing anything about it that day. They were representing forty provincial organizations at a conference called to study the specific needs of adult education within the province and to provide 'the necessary basis for continuing thought and action'. As was the case in Alberta, this was the first such conference held in the province (at least for some years). As in Alberta too, reports were heard from most of the organizations represented, an impressive experience for all present. Discussion then turned to some general problems facing adult educators, their need for intercommunication, the goals of their work, the importance of continuing study and experimentation in the field,

the political implications of adult education, and many other topics.

Out of the conference came the suggestion that there was need for a provincial adult education council. Small group discussions revealed the fact that there was no clear agreement as to what the next step should be. The need for further study was evident. There was some feeling too that perhaps local co-ordinating bodies might logically precede the formation of a provincial one. In the end it was proposed and agreed that the Adult Education Division of the Department of Education would send out material to all organizations for study and that the delegates would 'discuss with their organizations the matter of setting up a Provincial Adult Education Council and be prepared to report back to another conference, to be held at a later date'. The planning committee for the May conference (Miss Donaldson and Messrs Wirick, Stutt, and Campbell) were charged with the job of being the continuing committee.

Saskatchewan is going to study the need for a provincial organization.

MANITOBA

Of the four provinces under discussion, the first one to see the sun (if not the light) is Manitoba. It was also the first to establish a provincial organization, the Manitoba Joint Planning Commission in Adult Education which has been meeting for some years. This is an indication of the maturity of the movement in that province and in part stems from the legislative impetus given to co-ordination on the provincial level.

The conference met in Winnipeg on May 10 and was opened by its chairman, a man who is a Scot to the extent of being called Stuart Tweedie. At this meeting some eighty-seven people took time off from patrolling the dikes to examine the need for greater co-ordination amongst individuals and organizations in adult education. As was the case in all four of the provinces, the delegates received valuable information and guidance from the staff members of the C A A E who were present.

Delegates spoiled their lunch completely by using that time as an opportunity for breaking up into discussion groups. (The heavy eaters were thereby penalized severely and the outcome rigged in a fashion developed with great skill and insight in that province.) The five groups reported after lunch. There appeared to be a desire (at least amongst the light eaters) to create a 'permanent representative provincial body, to replace the present Joint Planning Commission, and charged among other duties with the responsibility of determining a proper relationship between agencies and individuals within the province, and the C A A E.'

Professor Tweedie, who had been eliminated from taking part in the discussion during lunch, for reasons already explained, was charged with

the task of 'creating' a committee of not more than ten – no mean task – which would review conditions in Manitoba, examine organizational arrangements in other places, and bring recommendations before the regular Manitoba J P C meeting in September.

Manitoba will look again in September.

AND SO FAREWELL

Such were the decisions of the western provinces before they sent delegates to the Western Regional Conference of the C A A E in Banff on May 20 and 21. In each case they made provision for re-examining the matter at a future meeting. In Manitoba, their committee is to bring in definite recommendations in late September as to the form a provincial representative organization should take. In Saskatchewan the machinery was set up to provide for continuing study of the need for a co-ordinating body. The committee in Alberta has been given a clear mandate to seek ways and means of creating a provincial body. British Columbia set up its Council but left in abeyance determination of the relationship of the Council with the C A A E.

The past few months of joint and parallel deliberations have brought to adult educators in the West a degree of mutual awareness and of desire for co-operation which they had not previously shared to the same extent. As a result of the disparity in their personalities, organizational patterns, and histories, all of the provinces are at different stages in their thinking. Indeed, they all think differently. But like Carlyle, after taking leave of John Stuart Mill on one occasion, they find themselves 'except in opinion not disagreeing'.

On some matters we are in complete agreement. What part of the country plays the best football is self-evident to us all. What area is under-represented in the Senate seems clear enough. In our pursuit of what is effective and important in the field of adult education, we share a great enthusiasm. 'Truly', as Oliver Cromwell wrote a friend in another connection, 'that business hath our hearts with it'.

Mr Selman is Assistant Director, Department of University Extension, University of British Columbia.

ECONOMIC PREOCCUPATIONS IN THE EAST

Tom Jones

'Three hundred miles', my friend remonstrated, 'for something that rates this sort of publicity in the provincial press?' He indicated significantly with his forefinger a brief article with a modest headline almost lost amongst the larger headlines with three column spreads which told of meetings of retail merchants' associations, gave glowing accounts of lodge gatherings, and offered fairly positive proof that our winters are getting progressively warmer. The modest headline 'Adult Educators Meet' certainly offered no competition !

I had missed the opening sessions of the fourth Atlantic Regional Conference on Adult Education which currently was being held in Sackville, N.B.; but had invited my friend to accompany me to the sessions on June 20-21 – the last two days of the three day conference. In spite of (*not* because of) this advance publicity, he agreed to go along.

The five hour drive to Sackville gave us plenty of time to talk about this particular conference and about the three regional conferences which had preceded it. (The first conference was held in Amherst in 1951). We talked about the over-all purpose of these Atlantic Regional Conferences of the C A A E ; the bringing together of key people in Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland to plan for co-operative action and education ; the power-tools of regional development ; and we discussed how the rather unique position occupied by the Atlantic Provinces in the Canadian economy, the result of social and political changes during ten decades, had lent motivation and provided substance for these conferences. Thus the themes for some of the conferences : *Working Together In The Atlantic Provinces ;* or *Looking Ahead In The Atlantic Provinces* led up to the theme for the present conference which emphasized the community, *Building The Atlantic Provinces Through Communities.*

WHAT HAS BEEN DONE

The core of the conference we discovered, once we were duly installed, divided itself quite logically into three closely integrated phases. Early in the program we heard commentaries based upon eleven significant projects in the field of adult education which had been initiated or carried to completion in the Atlantic Provinces during the past two years.

In commenting upon the conference, Gordon Hawkins, Associate Director of the C A A E, pointed out that the reports evidenced activity in three major fields. First of all there was the type of adult education that is basically economic in nature and had resulted in specific action projects. A typical example of this type of activity was that afforded by the report of the work of the Bridgeport Co-operative Small Fruits Association in the Cape Breton area of Nova Scotia. Here the precarious position of the coal industry had compelled miners to accept a wage level which fell far short of the minimum required to provide the fundamental necessities of life for the miners and their families. Through competent leadership and study combined with co-operative planning and enterprise a program of small fruits culture, storage, packing, and marketing has been instituted and is doing much to provide part time employment for people in the area. Plans for further development along these and allied lines have been made for the future.

Secondly, there was the type of report which evidenced training and study quite divorced from the program of action which characterized the Bridgeport project. Typical of this was the Fredericton Conference on Adult Education which was sponsored by the New Brunswick Department of Education and the C A A E. Here representatives from government departments, professional organizations, public school personnel, and voluntary organizations met for two days to discuss the role of adult education in identifying and meeting human needs.

In the third place there were reports which told of the role the mass media are playing in adult education in the Atlantic Provinces. Typical here, was the report of the Mount Allison University Forum — a particularly successful attempt to interpret to the public, by means of the radio forum technique, topics of current concern generally as well as those of a more regional nature.

At least two things were significant in these reports and the same thoughts were expressed in various ways by most of those who commented upon the projects. (1) *Adult Education must be geared to the changing social and economic patterns of the region.* (2) *There is a need for trained leadership, capable of identifying the needs emerging from the changing patterns and of helping people to meet these needs.*

THE DEMANDS OF THE FUTURE

The second phase of the conference, we found, followed quite logically from the first. During the latter we had heard and discussed some practical applications of adult education and we had taken advantage of the opportunity to question the men and women who had been intimately involved in these projects. With this under our belts, so to speak, we

settled down to determine how, on a basis of this and other information presented in paper and panel form, we might best build our region, the Atlantic Provinces, through our communities. This phase of the conference took the form of a keynote address by Nelson Mann, Executive Director of the Atlantic Provinces Economic Council. This address served to set the pace and provide the framework for two papers dealing with some of the factors of progress and retardation in rural and urban communities. The papers, in turn, brought up issues which were explored by two panels of participants and later discussed by the whole conference in small groups.

Many worthwhile and useful things evolved from this part of the program and because of the very diversity of the contributions it is difficult to touch upon all phases of the discussion. What then did these men and women, these adult educators who are concerned with the development of people and community in the broadest sense of the term feel to be the significant factors which contribute toward regional development through communities? There were several central thoughts brought out which, stated in a positive way, would include the following:

(1) Effective community and civic leadership of a type which motivates self-help. Coupled with this there must be an effective program of leadership training through 4-H Clubs, Folk Schools, and Institutes of various kinds.

(2) A program of sustained adult study utilizing the facilities of rural and regional high school, through effective voluntary organizations, by means of independent adult study groups; or utilizing the mass media technique of communication.

(3) The resolving of racial and religious prejudice and the broadening of narrow group loyalties, both of which tend to limit co-operative action upon a community basis.

(4) Coupled with economic improvement, evidence of an effort toward cultural improvement through Arts Festivals, training programs in Arts and Crafts and effective programs in Music, Art, and Drama in the school program and in organized adult groups.

THE NEED FOR CO-ORDINATION AND RESEARCH

The third and final phase of the conference was taken up by the addresses of Professor W. B. Baker, Director of the Centre of Community Studies in Saskatchewan and Dr Roby Kidd of the C A A E. The serious consideration accorded these excellent contributions might be summed up in the words of Abraham Lincoln, 'If we could first know where we are and whither we are tending, we could better judge what to do and

how to do it.'

A century later, as this part of the conference revealed, we are, perhaps, beginning to realize the truth of these words for it is becoming increasingly apparent that we must constantly adapt *content* and *technique* in adult education to the changing sociological scene. The role of an educational, co-ordinating, research, and promotional organization such as the C A A E becomes increasingly important in the identification of needs and in leading people through groups, communities and regions to meet those needs, when one considers the constantly changing role of adult education in a society that is itself in a perpetual state of change.

THE CONFERENCE IN RETROSPECT

Well, then, what about the fourth Atlantic Regional Conference? Did my friend regret his acquiescence in having agreed to accompany me to Sackville, or did he feel outraged that our press releases had been relegated to comparative obscurity in one of the provincial papers? As a matter of fact he was totally surprised by the evidence of active concern on the part of adult educators in the Atlantic Provinces with the welfare of the region, and not a little perplexed by the diversity of ways in which adult education activity finds expression. This is in sharp contrast to the feelings of at least one Ontario delegate who felt that this conference lacked the 'enthusiasm, and sense of mission' of earlier conferences. This reaction was expressed, too, in different ways by a number of 'Atlanticers' who had attended the earlier conferences, and although the feeling was by no means general, one cannot help looking for a reason.

Perhaps, as one C B C executive put it, there is a need for the main issues to be studied prior to the conference at the grass roots level, using the small study group, mass media, and every technique of adult education at our disposal. Certainly the general consensus of opinion seemed to be that more and more people need to be made aware of what is being done through economic and cultural self help programs, the spawning ground for which, quite frequently, is this type of conference.

Like Joseph Howe, many of us feel that 'Men in masses may . . . . . achieve for their common country a moral and intellectual reputation, and a measure of collective prosperity and influence out of proportion to their apparent means and numbers'. This type of conference is helping to demonstrate to many of us the truth of this statement; perhaps it is up to us to find a means of helping others to demonstrate it for themselves.

Mr Jones is Assistant Director, Adult Education Division, Nova Scotia Department of Education.

'REPORT TO THE PEOPLE'

After a twenty-first anniversary celebration, a mere annual meeting might seem somewhat pedestrian. But there was nothing routine about the C A A E's yearly accounting, even if east and west stole something of its thunder.

Ottawa was the site, demonstrating the national character of the Association, just as Toronto proves its independence as a voluntary association ! The conference room in the Château Laurier was filled with familiar figures ; and proceedings were carried on in the usual spirit of happy reunion – although, for a large country, members of the Association see each other more and more frequently each year.

For a hypothetical, interested individual, who couldn't make the meeting, and, who, presumably has been in darkest Africa for the past months, we answer the inevitable questions.

WHO IS THE NEW PRESIDENT?

Dr N. A. M. MacKenzie, President, University of British Columbia, who, for all of his long and distinguished career, has been associated with public affairs and adult education.

WHO GOT THE TORY AWARD?

The Y W C A for its *Key to Canada Citizenship Education Program*. It is an attempt to inculcate effective principles and to produce responsible practices of citizenship. It seeks to relate the problems of politics to the ethic of Christianity. It aims to challenge young people to understand and to cope with the issues of the day.

WHO ARE THE NEW LIFE MEMBERS?

W. R. Carroll, Vice-President, Canada Packers Limited, and formerly President of the C A A E.

Sydney Smith, former President of the University of Toronto – and President of the C A A E, 1942-45.

WHAT HAS BEEN DONE DURING THE PAST YEAR?

• A fellowship program has been established with the aid of the Fund for Adult Education, for workers who need further university study, an

opportunity to travel and observe how colleagues elsewhere in North America carry on similar activities, or sufficient time to complete some study or research. Twelve men and women from the fields of agricultural extension, the library, the museum, university extension, school of business administration, labour education, and the mass media have already been selected ; and applicants for 1958 are now being considered.

- A new Adult Education Council has been set up in British Columbia and it is probable that there will be similar councils in the three western provinces before long.
- *The National Commission on the Indian Canadian* has been established as a result of recommendations made at the last national conference of the C A A E. Under the leadership of its Chairman, Mrs Clare Clark, its Secretary, Mrs Vivian Williams, and Father André Renaud, a successful conference was held in Calgary on May 19.
- *A National Labour Conference* was held in Ottawa last November, under the leadership of the C A A E, at which more than a hundred delegates from universities, trade unions, and government departments were present. A continuing committee has been set up, with representation from the universities, the trade unions, and the C A A E.
- Classification and indexing of the C A A E's pamphlet collection has been completed.
- A new Program Consultation Service has been instituted.
- A discussion group was organized, in conjunction with patients at the Toronto Psychiatric Hospital, which used Citizens' Forum study material and C A A E staff.
- Six travelling displays of more than a hundred pamphlets each were displayed in over seventy Canadian cities, through the co-operative effort of the Canadian Library Association and the Joint Planning Commission.
- Citizens' Forum kinescopes were the basis of two ten-week experimental discussion projects at the John Madsen Folk School and at the Toronto Psychiatric Hospital.
- The Commission for Continuous Learning, along with its consultation service to other organizations, experimented with the following courses : *On Canada's Agenda* (a discussion course on public affairs using Citizens' Forum kinescopes); *Canada in Folk Music ; The West Indies Today ; Canadian Plays and Playwrights ; Shakespeare Seminar,* held at Waterloo College and Stratford, Ontario, featuring lectures, a Shakespeare library, films, attendance at plays, visit to theatre and museum.

These, hypothetical friend, are only a few of the original, novel undertakings of the C A A E during 1956-57. And please note the *novel.* The day-to-day, routine program is not even mentioned.

CITIZENSHIP TODAY

Aileen D. Ross

The article which follows was the 'working paper' at the Seminar on Education for Citizenship, held at Bon Echo, on Lake Mazinau, from July 28 to August 2. Participants represented a limited number of persons active in the field. The morning sessions were spent in a detailed consideration of a number of projects in citizenship education which are currently or have recently been in operation. The afternoons were devoted to a continuous discussion of citizenship 'ideology' today, based on Dr Ross's paper. In the evenings, program materials, films, recordings, kinescopes, etc. were displayed and studied; and gaps in existing materials were explored. A full report of the seminar is available from the CAAE.

In 1906, William Howard Taft gave a series of lectures at Yale University on the responsibilities of citizenship. Each lecture was given from the point of view of a different person. The first lecture was from the standpoint of a recent university graduate, presumably representing the views of youth. The second was from that of a judge, the custodian of the rights of the citizen. The third was from the point of view of a national executive, representing the views of a person whose interests extend across the whole nation. And the last was from that of a colonial administrator, a person whose conceptions of his duties to his country extended beyond its boundaries.

If Taft had given this series of lectures in 1957, would he have included a fifth lecture from the standpoint of, say, a member of the United Nations?

It must be admitted that the content of Taft's lectures was not as stimulating as his idea that a person's conception of his rights and duties as a citizen can only be understood in relation to the position he occupies in his society. The main purpose of this paper is to enlarge on this idea and to present a few other suggestions about present day citizenship. For it is too intricate and comprehensive a subject to deal with in its entirety in a short space of time.

THE HISTORICAL BACKGROUND

The first formal step to define and defend individual civil rights on the

basis of the common law of the land instead of local custom was taken in England in the seventeenth century. Throughout the eighteenth century this conception of individual freedom became an established legal concept, although not without much 'blood, toil and sweat'.

Today, it would be a narrow and futile conception of citizenship which viewed it solely from the political angle. Strictly speaking, it is still a legal status, and most of the rights and duties that go with it are defined in constitutions, statutes and judicial decisions. But we do not get far today if we only discuss it as consisting of a 'formal status under the law,' for there is a great deal more embodied in our conception of a citizen than merely political matters.

Citizenship is now a concept with a history, and if we analyze people's expectations of it as well as its formal legal content, we find at least four elements embodied in the term.

Historically speaking, the civil element arose first and was the *raison d'être* of the term 'citizen.' It is, according to T. H. Marshall, that aspect of citizenship which is concerned with 'the rights necessary for individual freedom, such as liberty of person, freedom of speech, thought and faith ; the right to own property and to conclude valid contracts ; and the right to justice.'

The political element, which gives the citizen the right to take part in the exercise of political power by becoming a member of some formal political group, was the next ingredient to be incorporated into the idea of citizenship. This right was gradually established during the nineteenth century.

By the twentieth century, the basic changes which had been turning countries from simple agricultural societies to highly industrialized ones were so advanced and had disrupted the former protection of tribe and family to such an extent that it was clearly evident that the citizen was no longer always able to look after himself. Thus arose the recognition that the citizen had social as well as civic and political rights. Today, the social element is accepted in most western countries as readily as the others. It includes the whole range of rights which citizens have in the realm of economic welfare and security and, again quoting T. H. Marshall, 'the right to live the life of a civilized being according to the standards prevailing in his society.' It is symbolized by the concept of the Welfare State.

The fourth element of citizenship is more subtle in nature. It is not as yet incorporated in law and may never be, for even in large anonymous cities it can still be enforced by public opinion. It is the moral element and is symbolized by the term 'good' citizen. This evaluative adjective is not always mentioned, except in election time and at high

school closings. But its unacknowledged presence is often present and turns the concept of citizenship into an ideal of justice and duty against which the achievements of people can be measured and towards which aspirations can be directed.

The moral element sometimes calls up such deep emotional feeling that it generates the kind of blind patriotism that causes citizens to make unreasonable demands on fellow citizens in times of crisis. The depth of this emotion has been embodied in many poems on which most children of British background are nurtured.

> 'Breathes there a man, with soul so dead,
> Who never to himself hath said,
> This is *my own, my* native land?'

Such poems show that citizenship is a concept that is related in peoples' minds to a particular section of the earth's surface. Thus the term citizen which evolved in relation to a city is now broadened to refer to a larger area – 'my country.' And people become 'citizens of Canada' – not 'citizens of Ottawa.'

Throughout the greater part of human history, the citizen has been an inhabitant of a small homogeneous group or tribe. His duties and rights pertained to that group alone. It was his 'in-group,' and all other inhabitants of the globe, his merciless 'out-group.' Survival depended on his ability to keep his group to itself unless reasonably sure that he could benefit from exterminating neighbours.

In the past four hundred years, this group isolation has gradually changed. New conditions turned the inhabitants of the western part of the world into explorers, inventors and builders who gradually moved out into all parts of the world and tied it into a geographical unit. Former strangers moved in on each other and gradually assimilated to each other's way of life. Improvements in means of communication brought people into contact with every part of the world and the new techniques of telegraph, telephone and radio made instantaneous communication possible.

The result of this has been that all mankind is now closely knit in an intricate web of interdependence, including all the accompanying antagonisms and disorganization. People are still divided into many different cultural groups, but their thoughts now impinge on each other and the effects of their behaviour may pour over the boundary of their own group and affect all other groups. In other words, all mankind are now in the same boat, whether they like it or not and whether or not they like their fellow passengers. Even further interdependence is in sight with outer planets–if we can believe science fiction.

This rapid change from group homogeneity to heterogeneous con-

tacts has meant that all societies have had to make constant adjustments to each other. This has been particularly true in the twentieth century, when the speed of change has vastly accelerated. Moreover, social change never occurs neatly. It pushes ahead in one place and lags behind in others, creating areas of tension where liberal influences are at work, but traditional practices still persist. It has often taken a costly revolution in the past to break through the cake of custom.

THE CONCEPT WIDENS

This short historical sketch of the changes that have necessitated the broadening of the concept of citizenship poses an important question. How widely do the responsibilities and rights of a citizen extend at any one period of time? If it is agreed that the term citizenship has an emotional connotation, then two problems emerge from this question. One is the problem of responding to an ever-widening circle of responsibilities. The other is that of constantly adjusting loyalties to changing group boundaries.

Human beings, in common with all living forms, have a fundamental tendency to maintain any state of equilibrium that has proved satisfying for as long as possible, for readjustment demands effort and is usually accompanied by discomfort or pain. This is true not only of overt behaviour, but of inner emotional attitudes as well. It has been said that no pain is as great as that of a new idea, and anyone who has enjoyed a comfortable prejudice for a long time knows the pain of losing it.

Thus the problem of the citizen is not only of adjusting to the new modes of behaviour introduced by new cultural contacts, but also of assuming responsibilities in regard to strange people and including them in his circle of loyalties.

This problem is particularly acute in the so-called underdeveloped countries which are just changing from simple agricultural to highly industrial economies. For example, for thousands of years in India, relatives and caste members have been the two main responsibilities of the Hindu. From them he obtained his main economic and social security and to them he was bound by innumerable ties of loyalty and devotion. Needless to say, this traditional way of feeling and behaving has become deeply incorporated in the Indian's attitude to life. Thus, when a young Indian moves away from his village home to the city, he is still tied by feelings of deep obligation to those back home. All his relatives, too, expect him, among other things, to see that not only his sons and brothers, but nephews and cousins as well, get jobs. In a country in which the battle for economic survival is somewhat akin to the days of

the great depression in Canada, and in which numbers of educated young men commit suicide after searching hopelessly for jobs, this responsibility weighs heavily. But the young Indian finds that his new city friends look askance at this habit of looking after kin members first and speak in terms of scorn of 'nepotism.' Recently in India, a high government official was condemned in all the newspapers for unlawful practices from which he derived large sums of money. But he was praised unstintingly by inhabitants of his native village for the use to which he put this unlawfully gained money: 'May he be blessed and may his riches increase. At his home he feeds over a hundred of his kindred daily. No poor relative is ever sent away empty-handed!' Many Indians now feel that nepotism should be banned and even treated as a punishable offense. Others who are still habituated to the idea of mutual personal responsibility for close relatives feel that the man who refuses to help them and gives to others instead is cruel or even a traitor to his family.

Thus are people torn between traditional responsibilities and new ones and find difficulty in responding to wider concepts of citizenship. Such changes are never accomplished without feelings of guilt about old loyalties which must be discarded as new ones are taken on. A Canadian play, recently broadcast over radio and TV, showed the strain in family relationships which accompanied the protracted illness of an old mother. How much children can now afford to do for their parents becomes, in reality, the question of how responsibilites to small, personal groups fit in with our increasing responsibility to wider, more impersonal groups.

NEW ATTITUDES CREATE STRAIN

Another important question that must be asked when the composition of the population of most countries has grown extremely heterogeneous is how the various conceptions of the rights and duties of citizens can be woven into one effectively working whole. This point can be illustrated by describing some of the different points of view that prevail in Canada today. First and most obvious are the differences which are ethnic, racial and religious in character. Over the years, the process of assimilation has gradually given most Canadians a rather similar approach to the concept of citizenship. But few Canadians realize that when two groups meet whose background is culturally or religiously different, two moral worlds meet. This means that even New Canadians who come to Canada from countries which have similar conceptions of the civic, political and social elements of citizenship will almost surely have a different moral interpretation of the term. It is not unusual for new Canadians who come from countries in which the family circle is still the strongest unit to

want to settle all disputes by means of the family tribunal, for they do not trust Canadian courts to give them justice in terms which they can appreciate.

Even two groups who have lived together for as long as the French and English speaking Canadians prefer to be tried for civil and criminal misdemeanours by their *own* judges, for they feel that, although the law would be the same under any judge, the interpretation of the law by a judge of the same background would be nearer to their own.

Sociological studies show that not only difference in ethnic outlook may separate people's conception of right and wrong, but also their socio-economic position. Canada's class lines are not as rigid as those of many older countries, but close observation shows that a distinctly different outlook on life and morals is found in what are roughly called the lower, middle and upper classes. For example, the middle class has traditionally been the most stable class and has earned the reputation of being the moral backbone of society. When the conception of 'good citizenship' gradually incorporated the idea of expressing this in community welfare agencies, it was the middle class who usually bore the burden of their support and direction. This meant that, by carrying out their responsibilities in terms of the mores of their class outlook, the middle class people were usually unaware that those of the lower class whom they were looking after did not interpret their own rights as citizens in the same way. In other words, it is conceivable that the ardour of the middle class in carrying out its civic responsibilities sometimes infringed on the rights of the lower class people to do what they felt was morally correct.

In a recent study of a Canadian city, it was found that attitudes on such moral issues as alcohol, sports on Sunday and immoral conduct differed markedly with differences in income, education and religion. Thus, well-intentioned middle class men and women may serve on welfare boards without any understanding of the moral outlook of those for whom they are taking civic responsibility. One might thus almost look on the middle class as a power group in the hierarchy of citizenship.

Another area in which responsibilities become confusing in a complex economy is that of special interest groups. A highly industrialized economy means intense specialization, and specialists tend to isolate themselves in groups of their own kind. For they often have to cling to them for their own security and for the best interests of their work. Other groups which could be included in this discussion are the numerous groups which spring up to champion a new point of view or cause or those which arise to defend old customs and loyalties. Such groups often

become highly organized pressure groups with paid personnel and modern techniques of propaganda. Indeed, pressure groups of all kinds and varieties are so typical of our modern industrial society that the unity of the whole could be regarded at any one time as an equilibrium between contending forces.

Immersion in these interest groups often means that the individual citizen comes to identify the importance of his group with that of the whole society and thus regards its contribution as invaluable for the well-being of the country. Thus, devotion to special interest groups often ties the citizen into a sort of local patriotism and clouds his vision of the larger public good.

SUMMARY

To sum up the main points of this paper; an attempt to define the term citizenship in our modern, fast-moving society shows that it has many interpretations. This is partly due to historical changes and partly due to the mixture of peoples which is typical of all highly industrialized countries. The problem here is so to reconcile the views of different citizens that they will be able to work effectively towards common goals.

Although we are not apt to think today that we can see the future of the world as clearly as our fathers thought they could in 1900 when they coined the phrase, 'the twentieth century belongs to Canada,' we can still hazard a few guesses about the type of citizen who will be appropriate at least in the near future. As it seems probable that this country will have even closer, more intimate and more numerous contacts with many different types of peoples, and as we will become even more closely interwoven with them economically and culturally, our understanding of them must also increase. The time has come, in fact, not only to dream of world citizenship, but actually to train our citizens to this end. There was never a time when effective citizenship needed so much trained intelligence. If this view is correct, one of the most pressing needs is to learn how to produce a steady stream of broad-minded citizens whose loyalties can stretch with the times.

The Oriental fable of the blind men and the elephant stops just where it becomes of use to this discussion. Had these unwise men put their individual impressions together, they might have had an idea of the whole animal. Pressure of circumstances has made our era a time when people must think in terms of world citizenship, and to do this it is imperative that citizens now see their society as a whole in conjunction with all others.

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THE LECTURE IN THE LEARNING PROCESS

V. W. Bladen

The recent (May 4, 1957) Conference on 'Adult Education in the University', under the sponsorship of the Department of University Extension, University of Toronto, presented the editor with a dilemma. Which of six speeches, equally literate, witty, and informative, should be chosen for this Conference Issue? There was the strong temptation to pick one at random – but professional pride would not allow this easy solution. 'The Lecture' was finally selected because, as a method, it has not received much attention in recent adult education literature. As Professor Bladen proves so brilliantly, it cannot safely be relegated to limbo.

It is very embarrassing for a lecturer to lecture on the lecture. It smacks of arrogance. Of course I might follow my wife's example when teaching riding, 'Do as I say, not as I do,' is her constant reminder to her pupils. But I don't even want to tell you what to do, as will appear shortly.

IS THE LECTURE OBSOLETE?

Let me start with a quotation from *The History of Economic Analysis* by Professor Joseph Schumpeter. In a footnote he talks about the professors of economics in Germany in the latter part of the 19th century, and he says as a rule the professor read from a manuscript that was often yellow with age. (This is the scene American visitors beheld and their experience may be one of the causes of the irreconcilable, and I think exaggerated, hostility to the lecture method of teaching which we observe in many American universities.) Anybody who has enjoyed hearing Professor Schumpeter lecture would recognize that this was not his method, and they would also understand why he felt that some of the hostility to the lecture method was unreasonable.

And then I turn to another European, and this time I quote from memory a bon mot of his when he was a visitor here many years ago. This is Gunnar Myrdal of Sweden. Somebody asked him how often he lectured. (He was then a professor in Sweden). 'Oh, once a year,' he said, 'the lecture became obsolete with the invention of the printing press.' Now, I don't think that this is correct. Of course, if the lecture is the sort of thing that Schumpeter was talking about in Germany, if it is the sort of lecture where a manuscript is dictated – commas and all – to be copied, generally inaccurately, and to be studied later at home,

if it's worth that, then of course that sort of lecture is obsolete. It is surely more economical and efficient to arrange for such notes to be mimeographed or printed and distributed. But surely that type of lecture is not only obsolete ; I hope that it's extinct.

And then there is another kind of lecture, and this I think is not the kind we are really talking about . . . This is the formal lecture, the sort of thing that is given on the Alexander Foundation in Hart House Theatre or on the Falconer Foundation in Convocation Hall. These are the lectures which are to be published, and so again you might say, 'Surely the method of delivering them by mouth is obsolete.' And yet I would argue that it is not, for the lecturer communicates by more than his words ; he can communicate some feelings. Indeed the good lecture ought to be considerably revised for printing, for the two methods of communication are different, and yet these are the lectures that are practically ready for printing.

There is a further reason why they are not quite obsolete. There is some advantage in meeting in a group to listen to such a lecture. The effect of the group is not entirely negligible ; just in the same way that it is very different to watch baseball on television and to watch baseball as one of a crowd of twenty thousand. And this goes a stage further, for I am thinking not only of the effect of the individuals in the audience on each other ; I am thinking also of some responsiveness on the part of the lecturer to the atmosphere that he creates or the atmosphere which develops.

But we are talking, as I take it, not about this kind of lecturing. This is the lecture to an anonymous audience met on a single occasion ; it is very much a performance. It is a great art, an art which very few possess. What I am talking about, and what I think we are intended to talk about, is the lecture method of teaching, not the formal lecture to an anonymous audience but the method of teaching largely by lecturing to a relatively large class ; a method of teaching different from either the tutorial method where one is dealing with a few individuals, possibly even with an individual, or the seminar where one is dealing with a small group. These lectures vary from lectures to twenty or thirty to lectures, I regret to say, still in this University, to 300.

MORE ART THAN SCIENCE

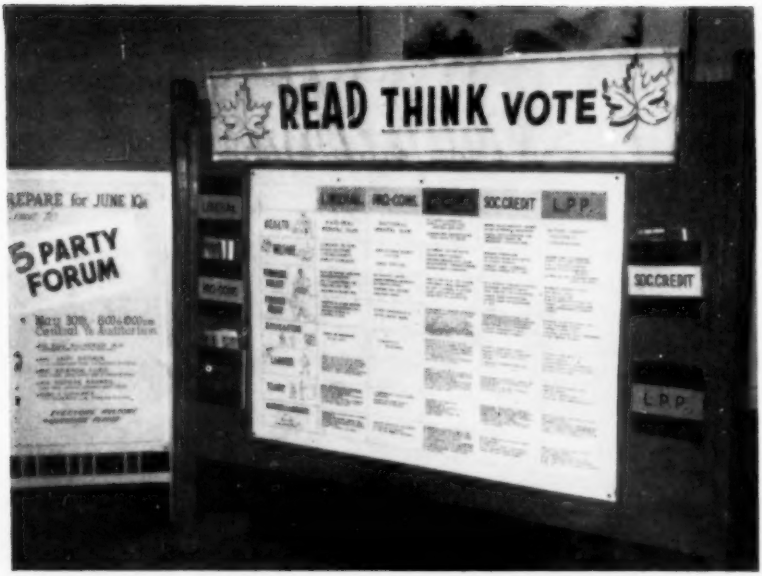
Now with reference to this kind of teaching, and it is the sort I have been doing for quite a few years, I have this to say, that there is no one way to teach or no one way to lecture. The proper method depends on the character of the teacher, the class and the subject ; and each

teacher must find out with reference to each class, and each subject, and indeed each part of the subject, what is for him his best method. This assumes that he knows his subject. When newly-appointed lecturers talk of preparing lectures in the summer, I am inclined to say to them : 'Don't prepare lectures – prepare the subject. Don't prepare lectures for a class you've not met, and whose characteristics you cannot know.' Assume first then that the lecturer knows his subject ; secondly that he is interested in the class as people, not just as pupils, and has respect for them ; thirdly that he wants to teach, to develop in others knowledge, understanding and inquisitiveness. And further, I would add, that he is alert to improve his own understanding in the process of exposition and in tapping the knowledge and experience of his students.

Behind these comments, and indeed largely explaining why I was persuaded to make this appearance, lies a profound distrust of instruction in methods of teaching. The very word 'teacher training' revolts me. We train seals ; we try to develop and educate people. I am all in favour of trying to develop lecturers, but training them – No! – for that assumes there is one way, and that we should all use that one way whatever the class, whatever the subject, whoever the man. That, in my view, is all wrong.

I think of an old colleague of mine who, having come to a position where he was likely to have to make a number of public speeches, decided that he should take instruction from an expert in this matter. The next time I heard him give a speech I was horrified. All the natural earnestness and simplicity and fineness of the man, which would have shown through an untutored speech, was hidden, because he was now acting a part written for him by this trainer of speakers. Luckily he got over it !

Now, of course, this doesn't mean that I believe that we cannot help each other a little. There are some faults that we could be on the watch for, some obvious faults. For instance, I recognize that a lecturer is intended to be heard. I recognize that a lecture should not be read as though the reader were alone in the room ; and that his pace should be related to intelligibility and comfort. I think reasonable the view the Director once stated that a lecture should have a beginning and an end. I am inclined to say that it should have some content, some unity, and some context. But it was when he made these remarks about the beginning and the end that I think I got worried ; for I had to report that the only really successful lecture that I gave this year was one where, having got through the first two sentences, a student questioned me and I did not get back to the lecture before the hour was over. On that occasion I think I really did some effective teaching. I had not got to the



Display, Toronto Central YMCA, to encourage voting in recent Federal elections
(story on page 48)

Mr Albert W. Burr, President, Adult Education Association of the U.S.A., brings greetings to the CAAE Annual Meeting in the Château Laurier, Ottawa

'Zandhoeve', Bergen, site of the International Conference on Residential Adult Education, June 30 to July 7

Dining-room, 'Zandhoeve'

beginning, really, I was just creeping up on the beginning, before the end had come.

A lecture should not be – I hope you will notice this phrase – unnecessarily dull. It also, I think, should not be planted with unnecessary stories supposed to be funny. We are not expected to give variety turns. And when I say unnecessarily dull, I think what I mean by this is that it should not be dull to the sort of people for whom it is intended. Every lecture does not have to be exhilarating to the whole world. If I am lecturing on the classics of political economy I think I might be able to avoid dullness from the point of view of some of my colleagues in economics, but I cannot believe that my colleagues from physics would find it anything but dull. But that is not the sort of dullness that we have to avoid ; it is the *unnecessary* dullness that we have to avoid.

THE TEACHER IS MORE IMPORTANT THAN THE TECHNIQUE

I am now doing just what I promised I would not do, I am giving advice, and this I don't want to do. What I really want to do is to suggest that the only way of understanding the quality of good lecturing is to think about some good teachers, and I began to think about some, incidentally some who were in all the ordinary ways bad teachers. For instance, I might give some anecdotes about the late Dr Harold Innis, in some ways the greatest teacher I have known in this University, and in some ways the worst. Here was a man who came in to his class, glued his eyes on the manuscript, and read at a tremendous pace. A few students had the sense to realize that they were listening to extraordinarily important, interesting, exciting new ideas, and they stuck with it ; they listened, and they got something. And I suppose a great many others thought 'Why don't they hire good teachers in this University?'

But instead of talking about him I decided to pull down the life of the late Master of Balliol, A. L. Smith, than whom there are few greater men or greater teachers in England in the period from 1880 to 1920, and I wondered whether I would get a few hints. Well, I did, and I would like to try one or two things out on you. Kenneth Bell, one of his pupils, who was at one time a lecturer in history at this University, in a memoir of A. L. Smith, refers to his vitality, and that was half of the secret. But then he says, and this takes me back to one of the things I have already said : 'Vitality in a teacher is like faith in Saint Paul, without sympathy it is but sounding brass.' In other words, sympathy between lecturer and class is essential, and is something that cannot be taught. In another memoir another pupil says of him : 'He was disarmingly simple, humorous, utterly free from pompous solemnity. Like

all good tutors he suggested far more than he told you. You were given not a meal but an apéritif, not a lump, even of gold, but a key.'

Of course that refers to him as a tutor, but also the same characteristics appear in him as a lecturer. Here I am not thinking of him as Ford lecturer, giving a formal set of lectures to be published ; I am thinking of him in the Dining Hall of Balliol College, giving his series of lectures year after year, one term on political science in general, the next term on Aristotle's *Politics*. The Hall was always full. If you had any sense you went early – in my day, because he was already getting old – you got in early to be up near the front so as not to lose the things he said. Mrs Smith says of him that he went in with skeleton notes, he went off at tangents, odd little humorous touches which startled and delighted, stories to illustrate the point, but she added, 'they could never be printed'. This is the difference – they weren't made for printing.

This was teaching. True, it was teaching by the lecture method. It was teaching to what I have already described as too large a class, for there would often be 200 there, 200 in the wrong sort of room, because it was a dining hall and you sat in four rows facing down the middle. The conditions were all wrong but the teaching was magnificent. And now let me just go on to one more thing. Mrs Smith says : 'Often he would go feeling over-anxious, but stimulated by his audience returned renewed in mind and body.' That indicates the kind of thing that I am thinking of as lecturing. Not the tired old man arriving and droning some notes that he wrote thirty years ago, but the old man coming and, invigorated by the class of young men, enjoying sympathetic communication with them, responding to them as well as talking to them.

I don't want to brag, but I think that it is bragging really, when I say that I am scared stiff every time I go into a lecture room, after thirty-six years of doing it, and I come out tired out, generally all keyed up and taking anywhere up to half-an-hour to cool down again, and settle down, before I can get on with some other work. And I take it that the first year that I am able to go in to a lecture calmly, as though this was a routine procedure, is the year when the President better say to me, 'Bladen, it is time to retire.'

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WEST INDIAN ADVENTURE

Alan Earp

The West Indies are closer to Canada than ever before, another result of the 'air age'. Although West Indian students have attended Canadian universities for many years and Canadian tourists have visited the islands in increasing numbers, there has been far too little understanding, in this country, of the acute economic and political problems facing the West Indies, now on the brink of Dominion status. In recent years, a most stimulating aspect of CAAE activity has been the exchange of personnel, West Indian and Canadian, in education and social welfare.

It is entirely logical, in view of these connections, that the CAAE should experiment this past summer with a study tour to Puerto Rico and Jamaica. Earlier in the year the Association had conducted a brief but successful series of lectures in Toronto on the West Indies Federation. By a fortunate coincidence, Mount Allison University was to devote its Summer Institute to the same subject ; and was planning to hold some sessions in Jamaica itself. As the CAAE already had a close association with the University College of the West Indies in Jamaica ; and as it was known that the Puerto Rican government would also co-operate in arranging a program, it was decided to plan an experimental low-cost tour to both these islands. Announcements of the Caribbean tour had to be left until rather late, since the United Nations Association was sponsoring a similar tour to Mexico a month earlier. Nevertheless a group of eight was able to take advantage of the opportunity and left Toronto on July 17. This party included Michael Fenwick of Toronto and Lorne Hogan of Kingston, who represented the United Steelworkers of America ; Alice Nicolle, Educational Supervisor of the Division of Public Health Nursing of the Ontario Government ; Marion Cowan, of the Children's Aid Society in Guelph ; Magda Tondevold, a Toronto schoolteacher ; and Alex Forsythe and Jean Galt, also of Toronto. Alan Earp, Registrar of Trinity College, Toronto, and a former lecturer at the University College of the West Indies, acted as tour leader. In Jamaica the group was joined by Alexander Brady, Professor of Political Science in the University of Toronto.

BETTER LIVING CONDITIONS FOR PUERTO RICANS

The first stop was Puerto Rico, where, thanks to the generous co-opera-

tion of the Department of State, we were able to see many fascinating aspects of the island's famous *Operation Bootstrap*, by means of which the Puerto Ricans are revitalizing their economy and bringing a new standard of living to all islanders. We knew that we should find the program interesting ; but we were not prepared to find the island itself so attractive. We had expected to find it very Americanized — after all, the travel folders had described it as 'America abroad' — but to us it seemed delightfully Spanish, with an added flavour all its own. So Spanish is it, in fact, that we were severely handicapped by not having command of the language and experienced the usual difficulties in making ourselves understood. Perhaps it was this difficulty which led to the supposition, understandable enough, that we were a group of Canadian experts in adult education, for it was as such that we were shown the University, the Vocational School (its pupils include a number from the British Caribbean territories), and lectured on the literacy program by its brilliant director, Dr Rodriguez Bou. One of the most fascinating of our afternoons was, in fact, spent at the headquarters of the Community Education Program. Here, in an old market, we saw the various activities of this ambitious undertaking. In the graphic arts section artists were at work on vivid posters and illustrations for books, all of an unmistakably Spanish character ; in another section we saw the studio in which their films are made ; the set represented the interior of a peasant hut, for the film in production was intended to show through a story how home improvements could be made. The Program's films enjoy an international reputation and have won a number of prizes at the film festivals of Edinburgh and Venice. In the first stages group organizers are sent into the rural areas, not to lead but to stimulate community activity and co-operative action. Gay, inviting posters announce the free showing of a film ; the equipment for projecting it is brought in through rugged country on the backs of mules. The films, with actors who are peasants like the audience, show how community action can bring improvements to the village ; how the yield on small holdings can be increased ; or how standards of health may be raised. Afterwards the group may entertain itself with folk songs and dances. Later, free copies of books which amplify the teaching of the films are distributed to all who want them.

A DIVERSIFIED ECONOMY FOR PUERTO RICO

A few years ago life for *jibaros*, the Puerto Rican peasant, must have seemed quite hopeless ; there could be no escape from the frightful poverty that was his lot, while with rapidly growing population the situation grew steadily worse. Things are very different now ; the country

is not stagnant but very much on the move. The island is fortunate, of course, compared with its neighbours in the Caribbean, in its special relationship with the United States, whereby Puerto Rico is a part of the American economy, with access to U.S. markets without paying U.S. taxes. The United States has been very generous in this arrangement, and of course it can afford to be ; but in return it has been furnished with a show-window refutation to Communist and Latin-American charges of Yankee imperialism and exploitation. It is no wonder that America welcomes foreign visitors to Puerto Rico and that the Puerto Ricans are so proud of their achievement. They are fortunate in having the dollars but they have earned most of them and are spending them wisely. The old and new in Puerto Rico were illustrated for us most dramatically in one of the small towns through which we drove. Beside the road by which we entered were the most frightful slum shacks imaginable, sprawling over a muddy river bank and swarming with skinny, scavenging animals and half-naked children. As we passed through the old Spanish plaza we came upon a strikingly modern health centre and adjacent to it a new housing project with attractive, well-planned, and colourful homes, followed by small factories for plastics and electronics, all built by the government in the last few years. In time all Puerto Rico will be like this. Factories are being opened at the astonishing rate of three a week, bringing relief from the island's traditional dependence upon sugar. We visited a village settlement where the peasants lived in new hurricane-proof concrete homes built by the communities themselves with materials provided by the government for three hundred dollars each. By Canadian standards the houses are absurdly small, but one should use a very different yardstick in the kindly climate of the Caribbean.

Those engaged in the government's program are known as *Fomentos* from the Spanish title for *Operation Bootstrap;* it is an expressive word which defies exact translation but suggests the stirring up and release of the islanders' own abilities. Throughout, the emphasis is on self-help. We were impressed not only by what was being achieved but also by the sense of dedication and devoted patriotism conveyed by all the officials whom we met. Dynamic leadership is provided by the island's governor, Sr Munoz Marin, the poet who confounded the politicians and convinced the peasants that good government was worth more to them than two dollars for their votes. His brand of democracy is a striking answer to dictatorships like those of Trujillo in the neighbouring Dominican Republic and others in Latin-America. No wonder it is rumoured that they have set a price upon his head. We were fortunate enough to meet him at a reception held to celebrate the fifth anniversary of the founding of

the Commonwealth of Puerto Rico and to join his guests in the beautiful gardens around his seventeenth-century Spanish palace of *La Fortaleza*.

Members were able to meet Puerto Ricans engaged in work similar to their own and to compare notes with them. But not all our time was spent in study. Like any tourists we wandered through the narrow streets of old San Juan and climbed the steep slopes of *El Morro* castle. We can still picture the flaming blossoms of the 'flamboyant' trees against the blue and green hues of the mountains as we drove across the island. This winter we shall no doubt remember the sensation of luxuriating in the warm waters of the Caribbean, and the fascinating menus of century-old Spanish restaurant, *La Mallorcena*, in San Juan. And some of us will recall an evening of dancing lively Dominican merengues to the rhythms of a Latin orchestra and cries of 'Ole, Ole', — and the stiffness which ensued. (This led to one of the group being asked at the Governor's reception, 'I take it you were wonuded in the war?' and the reply, 'Yes, but not in the area you think'.) Anxious as we were to see Jamaica we left Puerto Rico with regret and the hope that we might soon return.

ON TO JAMAICA

Perhaps the only drawback of our ten days in Puerto Rico had been that we had got to know very few Puerto Ricans. In Jamaica it was different, for besides being made very welcome we were also made to feel very much at home. There, of course, there was no language barrier although local dialect was often incomprehensible. Private cars (with their owners as our guides) took the place of the Department of State's smart station wagons ; in Puerto Rico the arranged program had been confined to office hours, but in Jamaica the social side became very active too. Here we stayed at the University College, with gleaming modern buildings set against a magnificent backdrop of the mountains. As it was vacation time, few students were about ; but we were very fortunate that a course for government administrators from the various islands was in progress ; and we were able to share life in the university residence with them. Coming as they did from all the various islands and territories they were able to give us a much more representative picture of the West Indies than would otherwise have been possible. Moreover, they saw to it that the ladies in our party did not lack for escorts.

On our first evening, after an official welcome, we were taken to the final performance of the island Drama Festival and were treated to the full panoply of an address by the Acting Governor ; speeches by the Festival's president ; and the presentation of prizes and awards, in addition to the plays themselves. The most interesting of these was a

lively one-act comedy set in the poorer section of Kingston, which we all enjoyed, in spite of difficulties with the dialect. An early start the next morning sent us spiralling across the island to the north coast resort area where we were guests of the Tourist Board for meals at two of the luxury hotels ; and revelled in swimming in incredibly blue water beside the white-sand palm-fringed beaches.

COMMUNITY DEVELOPMENT IN JAMAICA

The following day brought a field trip to an agricultural station, a community centre in a country town, a land development scheme, a co-operative coffee factory, and a newly formed village institute. We watched girls from a 4-H club preserving pineapple and sampled an excellent cake which they had baked in an oven made from a kerosene can, heated with charcoal embers on the top and bottom. The welcome at the little village institute was especially moving. Here, amid the poor houses of a struggling community, they had built a shelter of split bamboo, roofed with thatch of banana leaf and cocoanut palm. Outside, a 'Welcome' sign was wreathed with red hibiscus blossom ; and inside the little building was filled with villagers dressed in their best for the occasion. A group leader described what the institute was trying to accomplish in teaching, to the womenfolk especially, new techniques and skills in homemaking. The village mayor spoke with dignity and eloquence to thank us for the honour of our visit, which obviously meant much to them. He added that he had heard we needed maids in Canada ; there were many good Jamaican girls who needed a chance in life and he hoped that when we returned we would see that it was made easier for their people to come to Canada. We could only stay there twenty minutes but the recollection of that visit will remain with us for many years.

In Jamaica as in Puerto Rico members of the group were able to meet people engaged in the same professions and occupations as themselves. The Trades Unionists were especially interested in a trip to the bauxite operations near Mandeville, not far from the scene of the recent tragic rail disaster. By the same railway, we travelled to the annual agricultural fair at Denbigh and again were warmly welcomed and seated in places of honour in the grandstand from which we could watch the colourful pageant of the fair. We were fortunate in hearing Jamaica's brilliant Chief Minister, Norman Manley, address the gathering and describe in strangely moving words the steady progress the island was making in improving its production in agriculture, the mainstay of the economy. Manley is the Munoz of Jamaica and provides similar inspiring and dedicated leadership to a more modest *Operation Bootstrap*

– perhaps less spectacular, because there is much less money for it, but no less commendable. Jamaica has to face formidable problems of unemployment, a rapidly growing population, lack of resources and of capital ; and yet, as the strongest member of the coming Federation, must soon assume additional responsibility for other islands which are still less fortunate. Again, there is a determination to meet these problems, possibly less marked than in Puerto Rico because success is still much further from the Jamaicans' grasp. Travelling through the island one wished most fervently for even a fraction of the financial resources available to Puerto Rico.

MARITIME-JAMAICAN SEMINAR

During our last few days in Jamaica, we were able to take part in the discussions on Canada and the West Indies Federation sponsored by the U C W I in conjunction with Mount Allison University, which sent a delegation to attend. These sessions were perhaps a little disappointing ; for the Jamaicans, eager for constructive assistance from Canada, had set great store by them, while the Canadian delegation seemed ill prepared for their responsibility. However, its members included the Premier of New Brunswick and the Mayor of Halifax ; and we were able to learn from them some of the problems of the Maritime Provinces. We were also privileged to hear with them an excellent summary of the economic problems of the West Indies, presented by an impressive team of West Indian experts. And we were again able to hear Mr Manly, this time on the difficulties which the new Federation will have to face. He pointed out that the new nation looked to Canada as a big brother within the Commonwealth and a near neighbour in the Western hemisphere : the West Indian Federation would serve as a link with an emergent Africa, and with its neighbours in Latin-America, and its progress would be watched with intense interest by the Negroes of the United States. Already, he said, the West Indies were far in advance of other areas of the world in building a multi-racial society as we had ourselves observed.

As an experiment, the tour was undoubtedly a success ; there was not one of us who did not feel that the $400 which the trip cost each person had been well spent. We learnt some lessons in travel arrangements and the preparation of a program and there are some things we would do differently if we had the chance again. Certainly there is no reason why similar trips could not be arranged to countries which are not too expensive to reach ; in their modest way such expeditions would help to narrow the distances which separate us ; and in so doing, would broaden our Canadian experience.

'THESE THINGS I'LL REMEMBER!'

Edith Storr

A flying trip to Europe ; attendance at an International Conference on Residential Adult Education ; a brief stay in England ; and a glimpse of fabulous Paris – all this in three short weeks. With so much to see, so many people to meet and such an exchange of ideas, my brain seemed unable to cope with all the aspects of this new experience. But, these things I'll remember !

DUTCH FOLKSCHOOL HOST TO CONFERENCE

The Netherlands were my first introduction to Europe. The cleanliness of the Dutch people has not been over-emphasized; it is apparent as soon as you land at Schiphol Airport in Amsterdam and everywhere one goes there is further evidence of it ; the glistening windows of all the homes, the whiteness of the lace curtains and the scrubbed steps. It was a pleasant surprise to find that most of the Dutch spoke English fluently. Everywhere we went they were kind and hospitable, putting up with our questions with quiet good humour.

There were more than fifty persons at the International Conference on Residential Adult Education held at 'Zandhoeve', Bergen, Holland, June 30 to July 7. They represented eleven countries ; United States, Canada, Great Britain, Norway, Sweden, Denmark, Austria, Finland, France, The Netherlands and Germany ; all of which are engaged in various types of residential adult education.

'Zandhoeve' means 'sand farm' and is the name of the Folkhigh-school building in Bergen where the conference was held. There are three other buildings in Bergen belonging to the Folk School. This particular building was a beautiful one. The architecture did not suggest a residential school at all. We were told it had been the home of a very wealthy man, who due to his collaboration with the Nazis during the occupation, lost it to the state when The Netherlands were liberated. The house and land (twelve acres) was then sold to the Folk High School and renovated to the residential school it now is.

This conference was the second international one in which Canadians and Americans had participated. The first was held at Bryn Mawr, Pennsylvania, U.S.A., August 20 to 27, 1955. An International European

Conference is held annually – there have been six to date. The Conference held in Bergen this year replaced the regular European Conference.

The Canadian and American delegates were the guests of the European Bureau of Adult Education. This included two excursions during the conference, one to the ballet in Amsterdam (part of the Holland Festival) ; and a full day trip to Friesland.

Ample free time was allowed the delegates to mix and gain information from each other; to read or relax ; to visit the villages. This leisure occurred at different times of the day according to a schedule planned by the Executive and approved by the delegates. It was felt that because the sessions were being conducted in English, those for whom this language was not their own, needed time for added rest and explanations in their own language.

Name tags were not used at the conference. It was suggested by the Europeans and agreed to by the Canadians and Americans, that name tags were not necessary as each would seek out the people they needed and wanted to know better ; that the personality, rather than the name of the person was much more important. In this way one first got to know each person for *what* he himself was ; rather than for his position or the organization he represented.

CONFERENCE CONTENT

The week long conference dealt mainly with the problems of residential adult education ; motives and values, and methods and techniques. Discussion material for the small groups came out of fifteen minute reports given by a number of the delegates selected on an area basis. The reports were all of great interest. They revealed many times the similarity of conditions in each country. A quotation contributed by Miss Edna Smith, reporting for Great Britain, is worthy of mention.

'And now I want to define what I mean by the quality of residential education by quoting from a report on *Liberal Education in a Technical Age*, which said : "In residential education the most important criterion of quality is perhaps the same as that which D. H. Lawrence applied to the novel : *It is the way our sympathy flows and recoils that really determines our lives. And here lies the importance of the novel, properly handled, it can inform and lead into new places the flow of our sympathetic consciousness and it can lead our sympathy away in recoil from things gone dead.* Here properly handled, lies the importance of residential education, because the very condition of coming and living and studying together profoundly affects the flow of people's sympathetic consciousness. And where the subjects being studied have depth and humanity, the flow can assuredly be led into new places".'

The delegates met in small groups for three mornings, reporting back to plenary sessions. Questions used as basis for discussion were as follows:

1. What are the motives and values of residential adult education?
2. What kind of adjustments can be made in our residential adult education to meet today's changing conditions?
3. Can residential adult education be independent of ideologies and still be useful to the common man?
4. What can (should) be the relation between methods and aims?
5. What can (should) be the relation between the 'subject matter' and aims?

Much could be said about the reports and subsequent discussion, but one report I'll always remember was in the answer to question five.

'The primary aims of any residential course should be to help each student acquire a readiness for the learning of those things important to him for his living today and tomorrow. Each culture and teacher interprets the aim differently. The subject matter of the course is not the important thing ; it is the atmosphere created and the method used to teach the subject.'

At the final session the delegates agreed it would be worthwhile holding another International Conference in two years time. Some of the suggestions made for another conference were that the agenda be extended to include working on solutions to problems rather than exchange of information on work; that the delegates be divided into groups according to type of work (e.g. those working on week-end courses, those working on night classes or longer term schools); that they discuss their own problems, bringing back results to plenary sessions.

Like other conferences, it was the people themselves who were the greatest resource. Everyone took advantage of the opportunity at meal times, coffee breaks and free time to 'swap' information and ideas. The 'living together' experience at the conference was in itself a true example of residential adult education ; the ideal setting and accommodation ; the practical work; the balanced program ; the versatility of the delegates – I am sure all there returned to their own countries enriched by the experience. There will be lasting ties between countries, there will be a further merging of the cultures of the old world with the vigour of the new.

I was proud to not only be a delegate to such a conference, but to be one of five Canadians who were selected to represent in Europe, the Canadian achievements in residential adult education.

Mrs Storr is Ontario Secretary, National Farm Radio Forum.

TELEVISION

ARTHUR HAILEY

Suspense, and the name of Arthur Hailey, are almost synonymous. First, because it is the most apt adjective one can find for the astonishing series of television plays that have become of international interest in the last two years ; and second, because one wonders how long he can keep them up. Each one seems better than the last, and *Course for Collision* is a brilliant successor to *Flight into Danger* and *Time Lock*. Perhaps it represents the most successful blend of writing and production we have seen since Kraft Theatre's *Teddy Bear ;* and as many plaudits ought to go to the producer as to the author. At any rate, it represents, in one department at least, a mastery of television's mysteries that does justice to the medium.

There is a developing belief among television addicts that the big scope, the drama of action depending on the sequence of events, is not well adapted to television. Instead, because of the smallness of the screen, and the intimate conditions of both projection and reception, television must capitalize on the exploitation of character, dialogue, and the exploration of individuals. Certainly this has seemed to be television's forte, and almost in spite of any theme a producer chose, the character of individuals participating became of enormous importance. But any suggestion that television cannot handle well the narrative of action, and the explosive drama of events is being thoroughly denied by Mr Hailey's plays. They are all of a type, in which the climax is established early, and the action develops in terms of whether this will or will not occur. No suspicion that that author will not allow the little boy to suffocate in the vault (*Time Lock*) or the President's plane to collide with the atomic-weapon-bearing enemy (*Course for Collision*) detracts from the tension developed by amazingly skilful production. There are hardly any people of note in these plays, and indeed the only place where any of the drama falters is when there is too much dialogue, and when it begins to show signs of banality. Otherwise the narrative is carried by different groups of types concerned in different ways with the same disaster. There is no time for intimacy of personal development, because the demands of events are too strong. In fact, what has been developed

in these plays is an almost perfect type of television documentary. The attention to, and the use of objects or processes to symbolize various events creates the breathtaking appearance of reality, and the impact of the entire drama. One can be sure that the audience learned more about the activities of air forces and radar developments in *Course for Collision* than they have ever learned from the depressing series of commercials delivered by the armed forces during *Television Theatre* intermissions in the past. The use of film clips is one of the most effective and non-jarring we have ever seen ; and the presentation of radar screens, bank locks, and instrument panels as items for increasing tension was little short of miraculous.

It is interesting that the mantle of the 'documentary', in which Canadians have pioneered, seems to have fallen for the time being on Arthur Hailey and his producers. One hopes that other people concerned with documentaries in both C B C and the National Film Board will come around and have a look. Because in the long run, there is little other than a dramatic tour de force in all of these plays. When they are complete, one recollects the superb handling of dramatic events, the magnificent technical grasp of the medium, but nothing further, nothing in fact that the immensely stimulated imagination can entertain. It is precisely this grasp of technical possibilities that we have needed, to avoid being talked to death by the more seriously intentioned ; and we shall look with great expectations for a further development in Mr Hailey, or in someone else who can manage both technique and dialogue. Through him and others like him our experience and understanding of television is growing and deepening. This is the important thing.

This review has been contributed by Alan Thomas, University of British Columbia, who is specializing in the mass communication media.

PRINT

COMMUNITY CHEST; *a Case Study in Philanthropy*. John R. Seeley, Burford H. Junker, R. Wallace Jones, and others. Toronto: University of Toronto Press, 1957. $7.50.

Voluntary associations, both inside and outside a Community Chest, invariably depend upon philanthropic giving for their very existence. Although administrators of these agencies may be familiar with the fund yielding terrain and may operate successfully within it, their knowledge has been intuitive rather than scientific, for no clear mapping existed. But the study now under review *has* provided a chart – which may prove somewhat disturbing for those who have proceeded hitherto by the touch system.

In the first place, it poses the questions 'Can the voluntary association continue to be voluntary given the increasing bigness and complexity of the fund-raising structure? Are we reaching the point where the state possesses the only adequate machinery for collecting the money to support essential community services?' This is the solution of many European countries and by no means ruled out for Canada or the United States. This study, however, concludes that the do it yourself tendency is still strong on this continent and may continue in its strength – providing that certain adjustments take place.

Secondly, it is made abundantly clear to the sky is the limit faction, that the amount of money which individuals and corporations will or can be induced to give, *has* a limit. It shows statistically (in the present context of fund-raising) where this money is and how it is collected – as well as what contributions can be expected and from whom, on the basis of city type.

The later chapters, which analyze the welfare community and the fund-raising structure in their relationship one to the other, are exceedingly pertinent ; but will, this reviewer predicts, be relatively neglected in favour of the more 'practical' facts stressed in the first half of the book. The crux of the second section is the extent to which business values have permeated the welfare community via the Community Chest

and the United Fund. Business now looks to the latter to provide a training ground for executive potential within its own ranks; while successful professional performance in the welfare community is frequently the prelude to a switch over to business or industry. Failure to recognize these facts of life can well doom any voluntary association today and particularly the Community Chest. Indeed, the study argues for clarification at this very point, in order to preserve what is best in each world – at least some freedom of action and choice for the individual.

While this book is not an easy one to read – it makes no concessions to the learning can be fun theorists – the difficulty lies more in the subject itself, and in the necessary statistical documentation, than in the literary style, which is painstakingly clear and often witty. Some of the best writing and the most acute analysis occur in the footnotes.

The conclusions will infuriate many idealists who do not wish to believe that giving has lost much of its spontaneity – and, more than that, is already well out of the individual control of the great majority who do give. But for those who can read it with an open mind, there is a wealth of material for sober thought and, hopefully, for intelligent action.

ELIZABETH LOOSLEY

WHYS AND WHEREFORES OF WOMEN'S OCCUPATIONAL CHOICES; *an analysis of replies to questionnaires sent to members of Canadian Federation of University Women to discover what factors influenced their choice of occupation, difficulties encountered, rewards gained.* Ottawa: Women's Bureau, Department of Labour, 1957. (Reprinted from the Labour Gazette December 1956, January, February and March 1957).

'The primary reason for the inquiry was, in so far as possible, to gather information regarding underlying reasons for selection of particular occupations . . . It is hoped that the report may provide material for reflection on women's attitudes to work for which they have been trained and may also be suggestive for girls who are thinking about their future.'

The usefulness of this pamphlet should be much greater than the modest claims of its introduction. Reality shock cannot, in all probability, be eliminated from occupation . . . the real thing is always bound to be very different from information about it or the theory absorbed during the training period. Women, however, are particularly vulnerable in a culture which pays lip service to equal opportunity for all, regardless of

sex, while, at the same time limiting women to certain occupations and to a lower status, in comparison with men, within those they are free to enter. The findings of this study give a balanced view, from the side of women themselves, of the professions and occupations in which they are actually employed in Canada today.

E. W. L.

HOW TO DRIVE; *a Practical Driver's Guide for Busy Adults, Featuring Scores of Ways to : Save Money ; Increase Motoring Enjoyment ; Stay Accident-Free ; Learn More about Expressway Driving.* Washington, D.C.: American Automobile Association, 1957. pp. vi, 122. $1.00.

An attractive practical manual, which does exactly what it says it will!

PLANNING A RECREATION BUILDING; *Prepared by the Recreation Division, Canadian Welfare Council.* Ottawa: the Council, 55 Parkdale Avenue, 1956. pp. 6. 20c. Discounts on quantity orders.

A handy, new, six-page folder giving basic principles, a guide to building standards, sample blueprints of large, medium and small buildings, and sources of further information about planning recreation buildings.

Invaluable to recreation agencies and community groups who are or may be undertaking building programs, the folder was prepared by a special committee of experts from the Recreation Division, Canadian Welfare Council, chaired by Dr Murray Van Vliet, Director of School of Physical Education, University of Alberta.

CANADIAN INDEX TO PERIODICALS AND DOCUMENTARY FILMS, 1956. Ottawa: Canadian Library Association and National Library of Canada, 1957. pp. 232. $20.00 in Canada, $25.00 abroad.

This ninth cumulation should not be regarded, by any means, as a library tool, pure and simple. A glance at even a few pages recreates the essence of Canada in 1956 ; the poems that were written, the books that appeared ; the paintings that have been reproduced. Fifty-nine periodicals (the number indexed) in both French and English, provide unusually wide coverage – science, history, the arts, economics, labour, government publications, business, current affairs. This is the stuff of life to the adult educator, who can't afford not to know that a 'Canadian Index to Periodicals' *does* exist, for his particular benefit and that of all Canadians.

E. W. L.

NEWS

NATIONAL COMMISSION FOR UNESCO

Included in the news release of August 20 that the Canada Council had decided to grant 300 scholarships and fellowships, award prizes and medals, finance lecturers and launch other projects, was the announcement of the long hoped for National Commission for UNESCO. Dr N. A. M. MacKenzie, President of the University of British Columbia, was named Commission President.

Dr MacKenzie, member of the twenty-one person Council, sat on the Royal Commission on the Arts, Letters, and Sciences, which in 1951 made a number of recommendations for Federal aid to Canadian culture, including mass scholarships.

FOOD FOR THOUGHT is proud to add that Dr MacKenzie is currently President of the CAAE.

Organization was worked out in consultation with the Department of External Affairs, which will be closely associated with the activities of the Commission. The Canada Council will provide the secretariat for the National Commission, will be responsible for the co-ordination of UNESCO program activities in Canada, for Canadian participation in UNESCO program activities abroad, and, in consultation with the Department of External Affairs, for proposals on future UNESCO programs.

The Commission in the first instance will consist of some twenty-six members, as follows :

(a) *Five ex-officio members* :
Three selected by the Canada Council from its membership.
One from the Department of External Affairs.
The Associate Director of the Canada Council.

(b) *Twelve* members, one to be nominated by each of the following agencies :
National Conference of Canadian Universities
Canadian Teachers' Federation

Canadian Association for Adult Education
National Research Council
Canadian Political Science Association
Canadian Broadcasting Corporation
National Film Board
Canadian Arts Council
Discussions are under way to secure appropriate representation of provincial education and of the press, bringing the total to twelve.

(c) *Nine co-opted members* : the following agencies each to nominate one representative on the Commission :
Canadian Labour Congress
Institut Canadien d'Education des Adultes
World University Service of Canada
Association Canadienne Française pour l'Advancement des Sciences (A C F A S)
Canadian Association of Radio and Television Broadcasters
United Nations Association in Canada
National Council of Women
Canada Foundation
Jeunesses Musicales

Two members of the Canada Council have been selected to sit on the Commission with Dr MacKenzie, the President ; Dr Frank Leddy of Saskatoon (Vice-President) and Mrs Alfred Parades, of Montreal. The Associate Director of The Canada Council, Mr Eugène Bussière, shall act as Secretary of the Commission.

In addition to the agencies mentioned above, Government agencies interested, such as the National Gallery, the National Library, the National Museums, the Department of the Secretary of State, the Dominion Bureau of Statistics, the International Economic and Technical Co-operation Division of the Department of Trade and Commerce, etc., will be invited to nominate consulting members to attend meetings as required.

It should be noted that the above-mentioned agencies have been selected for a provisional period pending the first national conference of the Commission at which time the membership of the Commission can be reconsidered and a constitution and by-laws can be adopted.

Until the Secretariat of the Commission is fully operative, liaison functions between U N E S C O and the various Canadian organizations concerned will continue to be performed by the Department of External Affairs in co-ordination with the Commission. With the gradual transfer of responsibilities, appropriate procedures will be worked out for the channeling of communications on U N E S C O matters.

GOOD NEWS FOR ADULT EDUCATION

Ten professionals in Canadian continuing education will have a chance to study, to travel, to do research and to write during 1957. A grant of $15,000 has been made available to the C A A E for this purpose by the Fund for Adult Education, New York. Dr. J. E. Robbins, Chairman of the National Fellowships Committee, has recently announced that awards for 1957 are to go to Harold Baker, Toronto ; Noel Hall, Vancouver ; Gordon Hawkins, Toronto ; Ruth Home, Toronto ; Albert L. Hepworth, Toronto ; Helen Mussalem, Vancouver; Gordon Selman, Vancouver ; and Arthur Stinson, Toronto. Areas covered include : agricultural extension, research in industrial education, museum education, educational television.

Members of the National Fellowships Committee, who have the weighty job of selection, are as follows : Mrs. W. R. Walton, of the I O D E, E. F. Sheffield, Chief of the Education Branch, Dominion Bureau of Statistics ; G. E. Flower, Professor of Education, Ontario College of Education ; Napoléon Le Blanc, Director of Extension, Laval University ; J. H. Sword, Secretary, School of Graduate Studies, University of Toronto ; and J. E. Robbins, Editor-in-Chief, *Encyclopedia of Canada* (Chairman).

More awards will be made in 1958. Applications will be accepted until November 15, 1957, and should be addressed to J. H. Sword, Secretary, School of Graduate Studies, University of Toronto.

The announcement in July that ten fellowships for study and travel had been awarded to men and women working in the field of adult education marked another advance in the growing list of fellowships administered in Canada — and added a new category to those eligible for assistance. Machinery is now being established for the administration of the second series of these awards which will be tenable in 1958.

With the Canada Council now assuming responsibility for fellowship awards in the humanities, social sciences and arts, the traditional role of the United States foundations will change. Gradually Canada will assume more and more responsibility. In the meantime, these fellowships demonstrate once more an American foundation's confidence in the soundness of Canadian experiment in adult education. While the grants are still on a year to year basis, this support confirms the Canadian need, without the fields of eligibility having been fully explored.

The terms of reference under which the grant is administered are extremely flexible. The list of first awards suggests the breadth of interests and variety of occupation of those who applied. It is expected, with more information available and wider knowledge of the fellowships, that the scope will be further extended. Occupation of the applicant and

the nature of the project to be undertaken will both be criteria, but the intention is to be inclusive rather than exclusive in judging applications for assistance.

Applications for the fellowships are invited from those working in adult education in any part of Canada who have projects involving study or research related to their work. The value of the awards is not predetermined. They are decided in relation to each application ; but do not necessarily cover the total cost of any project, although they may. It is likely that most awards will be between $500 and $1500. If, however, an applicant should make an impressive case for a larger amount, the Committee of Awards is not limited by its terms of reference in deciding the request. It *is* limited by the $15,000 total grant.

This flexibility extends also to length of tenure. Awards, for example, may be for one, three, or five months. They may cover a period separated by one or more intervals, provided the plan does not suffer by reason of the interruptions and provided the project can be completed within the calendar year.

COMMON CONCERN

Canada's growth in recent years has placed a strain on many a national institution. Nowhere is this more evident than in education. We are committed, by law, to educate every child to the age of sixteen ; not only to make a living, but in living itself. As a result, the content of education has become more complex ; the physical setting in which it is carried on is constantly being improved, indicating the social value we place on education. But the tax structure which supplies the money for education has not undergone corresponding far-reaching modifications, all of which creates a problem of the first importance. In view of this urgency, an important Conference will discuss Canadian education in all its aspects next February.

The Conference is unique in the breadth of its sponsorship. Each of the sponsoring organizations is represented on the Conference Committee by one of its senior officers ; but no one organization or group of organizations will dominate in the planning and operation of this undertaking. It is a combined effort by laymen and professional educators whose organizations have on their membership rolls over two million citizens representing all facets of Canadian society.

The Conference will concern itself not only with matters related to elementary and secondary schools but will examine also the fields of higher education, adult education generally and under the rather intriguing title *Education for Leisure* will explore the effects of automation and the role of education in our changing society.

The Conference is being financed by contributions from the sponsoring organizations, their affiliates and branches, and from some of Canada's larger industries and associations interested in education but not necessarily listed among the sponsors of the project. Donations will be gratefully received by the Treasurer, Mr L. H. Deeks, Industrial Foundation on Education, 170 University Avenue, Toronto 1, Ontario.

The Conference Director is Mr George G. Croskery, Secretary-Treasurer of the Canadian Teachers' Federation. Mr Gerald Nason of Ottawa is Assistant to the Director. Of particular interest to FOOD FOR THOUGHT readers, the C A A E is one of the sponsoring organizations.

DID YOU VOTE?

Did you vote in the last Federal Election? Did you inform yourself on the issues? Previous to the last election, Program Committee and Program Council of Central Y M C A, Toronto, found that the answer was no. They did something about it.

A two-project program was agreed upon. It consisted of a forum, open to the general public and a display in front of the main entrance.

Forum: Local headquarters of each of the five major parties (L.P.P., Liberal, Progressive Conservative, C.C.F., Social Credit) were asked to send a speaker to the forum. They all responded, although one speaker got mixed up on dates and missed the meeting. Each speaker spoke for ten minutes. A question period concluded the evening.

It was suggested to each speaker that he deal specifically with foreign affairs, health and welfare, and foreign trade and financing. This was just a guide, but most speakers spoke on at least one of these points.

A listening panel was used for the question period. This enabled the questions to be divided between all the speakers. It also avoided attempts to make speeches from the floor.

The forum was advertised in the 'Y', community churches, settlement houses, etc., people on the voters' list in the same polling station as the 'Y'. The attendance was only about eighty-five but a surprising number of these were from the community.

Display: The display was the only one of its type in Toronto, and possibly Canada. It consisted of a giant chart illustrating each party's stand on major items, such as health, welfare, financial policy, education, labour, trade and miscellaneous. Pockets for literature from each party bordered the sign. A good number of people were observed examining this display and over 1,000 pieces of literature were taken from the pockets. By the way, there was no indication of this literature being squinted at and then tossed on the floor as so often happens when flyers are made available in this way.

The entire cost was from forty to forty-five dollars. Two parties offered donations. They were politely refused and the project was financed by the Program Council of Central Y M C A.

As far as we know these projects are somewhat new in Canada. However, various Y M C A's in the United States have sponsored similar programs under the title *Vota-a-rama*. (*Picture on p.* 26).

FATE OF D. V. A. CORRESPONDENCE COURSES

The difficulties created by the peculiar relationship of the Federal Government to the provincial governments in the matter of education got a thorough airing this summer. A conference was held under the auspices of the C A A E on June 10, in Ottawa, to discuss correspondence courses with particular reference to those conducted by the Department of Veterans Affairs under the Continuation of Educational Services Regulations.

Representatives from approximately twenty-five federal, provincial, and other institutions convened under the chairmanship of Dr J. Roby Kidd, Director of the C A A E.

The Conference came up with three alternatives ; (1) Leave the problem with D V A ; (2) Obtain more details and set up a continuing committee to look into these problems ; (3) Set up a one-day conference to go more fully into the matter with representations from universities, governments, and professions.

After considerable discussion there developed support for a continuing sub-committee which would sharpen up the problems and study them for a possible solution, and which would, with the Canadian Education Association, explore the attitudes of the Departments of Education and other organizations.

It was felt there was a need to provide the type of course, the continuance of which would not be contingent upon the individual working in one province or in one organization. Some type of administration was needed which would have access to all departments of the provincial and federal governments and which would serve to co-ordinate all activities up to a certain standard.

The following motion was passed ; 'That a study committee be set up to explore further the problems implied in the use, and further use of the Department of Veterans Affairs correspondence courses ; and that a report from this committee be made to a conference such as this but with not so extensive a membership.

It was suggested that the C A A E appoint the personnel of such a committee ; that representatives from D V A, the C E A and the C L E S be on it.

ABOUT PEOPLE

The appointment of Robertson Sillars as manager of the Publications Bureau of the Portland Cement Association effective August 1, 1957 has been announced by James D. Piper, Vice-President for Promotion. In his new position, Mr Sillars will supervise editing, layout and production of publications and visual aids. He succeeds J. L. Schneider who will devote full time to his duties as Assistant Secretary of the Association.

Mr Sillars joined the Association in April 1957 as assistant to the Manager, Publications Bureau, after six years with the Adult Education Association of the U.S.A., where his last post was Editor of Publications. He had previously been associated with the Institute of Adult Education at Columbia University, and the American Association for Adult Education, as well as an assistant professor of Adult Education, Western Reserve University. He holds the degree of Doctor of Education from Teachers' College, Columbia University.

Mr Sillars has been Editor of Adult Education Quarterly and Adult Leadership and is the author or co-author of a number of articles and books in the fields of adult education and group leadership. He is a member of the Editors' Roundtable of the Council of National Organizations and the Adult Education Council of Chicago.

FILMS FAN OUT

From Ottawa, Dorothy Macpherson sends news of a recently formed film association with the imposing title 'Ethnographic Films Committee'. Parent body is the International Committee on Ethnographic Films, created by the Congress on Ethnography and Ethnology held in Vienna in September 1952, under the auspices of UNESCO. The officers are: Chairman, Mr Marcel Rioux, Museum of Human History; and Secretary, Mrs Dorothy Macpherson, National Film Board; Directors are Dr Jacques Rousseau, Michael D. Spencer, Roger Blais, F. R. Crawley, Mrs June MacNeish, Eugène Bussière, Marcel Ouimet, John Porter and Jean Palardy.

The objects of the Committee are 'to foster the sciences of ethnology and anthropology and the art of film-making through a close co-operation between ethnologists and anthropologists on the one hand and film producers on the other.'

The Committee is now engaged in compiling a catalogue of all the ethnographic films so far made in Canada, and in screening and evaluating all such films as may be sent them for that purpose.

The scope of the catalogue will, in the first instance, be limited to films dealing with Eskimos, Indians and other distinct ethnic groups, but suitable films on social problems will be included in a separate section

at a later date.

It is hoped also that it may be possible to encourage the study and exchange of ethnographic films by the formation of ciné-clubs.

BEMELMANS TO UNICEF—WITH LOVE!

Ludwig Bemelmans, his many admirers will be glad to know, is contributing a design to this year's United Nations Christmas cards. His series *Music for Children* depicts children in five parts of the world enjoying music typical of their lands. In Asia, children are enchanted by a street band; in a Mediterranean country, a young shepherd boy serenades his flock; the jingle of sleigh bells lulls children of a North European country. In South America, youngsters are moved by the gaiety of an organ-grinder, monkey and drummer; and in North America, young carolers sing with joy as snow transforms the countryside into a winter fairyland.

Noted Swiss artist, Hans Erni, working in the modern style, took the theme 'brothers' to symbolize the United Nations; and famous portrait painter, Gladys Rockmore Davis, contributed 'Mother and Child' to be used for a Christmas card.

Last year, the sale of cards netted $17,300 in profit for the United Nations Children's Fund, which is aiding more than forty-five million children and their mothers in over ninety-five countries and territories around the world. With food, DDT, penicillin and vaccines, UNICEF supplies the ammunition to combat malnutrition and diseases which are the scourge of childhood.

Mail orders and requests for further publicity should be sent to the National Office of the United Nations Association, 237 Queen Street, Ottawa.

WHAT CAN WE DO?

October 24th, 1957, marks the twelfth anniversary of the United Nations. It isn't an organization way up there, for if it were, it would be ineffective. And even its severest critics cannot label it that. Not everyone can be a delegate; but everyone can share in its work. Here is the machinery.

- *UNESCO Gift Coupon Plan* makes it possible for organizations to give urgently needed educational equipment to schools and adult education centres in under-developed countries.
- *UNICEF (United Nations Children's Fund)*. Buying UNICEF greeting and note cards; Hallowe'en collections; money contributions all help.
- *U.N. High Commissioner for Refugees.* People interested in assisting refugees can send their contributions, payable to the United Nations Association, 237 Queen Street, Ottawa, with a request that they be forwarded to the High Commissioner.

YOUNG CANADA'S BOOK WEEK
NOVEMBER 15-22

This national institution comes along each year at a most opportune time, just before Christmas, when harrassed parents and relatives are wondering what to get small fry who have everything. Books are a ready answer — but which ones? The Canadian Library Association and the Association of Children's Librarians will tell you, via Young Canada's Book Week.

This project can be supported by any community group concerned with better reading for children, libraries included. The carefully organized publicity includes articles in magazines, liaison with the Book Publishers Association, radio and TV broadcasts, posters, booklists. For this material (or any further information) you are invited to contact your local librarian, provincial representative; or write to Mrs F. D. Sowby, Secretary, Young Canada's Book Week Committee, Canadian Library Association, Room 40, 46 Elgin Street, Ottawa, Canada.

REMEMBER

- *Ontario Urban Renewal Conference*, Guild of All Arts, Scarborough, Ontario, October 17 and 18, 1957. For all those interested in the welfare of their community and in municipal government. Apply to; Mr William A. Dempsey, Regional Supervisor, Ontario Division, Community Planning Association of Canada, 32 Isabella Street, Toronto.

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- CANADA IN FOLK SONGS (10 weeks)
- THE ATLANTIC COMMUNITY (6 weeks)

Films, recordings, and pamphlets are included in these study-discussion courses.

For further information, write to:
Commission for Continuous Learning
Canadian Association for Adult Education
113 St. George Street

HE'S DONE IT AGAIN!

The CAAE is proud to announce that our own Dr Corbett has to his credit two new publications in the long list which includes 'Father, God Bless Him' and 'Henry Marshall Tory'

- **WE HAVE WITH US TONIGHT** is the long-anticipated book of personal reminiscences based on Dr Corbett's career in adult education. Included in it are many of the brilliant, humourous anecdotes for which he is famous throughout Canada. The publisher is Ryerson Press, Toronto; the publication date, October; and the price, $4.00.

- **ALBERTA DAYS AND NIGHTS; NED CORBETT REMEMBERS** is a record of 'Corbettiana.' It will be available shortly from the Canadian Association for Adult Education, 113 St. George Street, Toronto 5. Price to be announced.

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These two items are a distinguished contribution to Canadian adult education material; and represent classics of the future.